International Journal of Elementary Education.
Volume 4, Number 4, Tahun 2020, pp. 447-453
P-ISSN: 2579-7158 E-ISSN: 2549-6050
Open Access: https://ejournal.undiksha.ac.id/index.php/IJEE

Thematic Learning Plan With A Nature Of Science Learning Model In The Fourth Grade Of Elementary School

I Gede Dendy Juni Pratama[1*], Nyoman Dantes[2], Kadek Yudiana[3]
[1, 3] *Program Studi Pendidikan Guru Sekolah Dasar. Jurusan Pendidikan Dasar. Universitas Pendidikan Ganesha, Indonesia*
[2] *Program Studi Bimbingan Konseling. Jurusan Ilmu Pendidikan, Psikologi dan Bimbingan. Universitas Pendidikan Ganesha,Indonesia*

ARTICLE INFO
Article history:
25 December 2019
Received in revised form
01 January 2020
Accepted 25 January 2020
Available online 03
November 2020

Kata Kunci:
RPP, Saintifik
Nature Of Science.

Keywords:
RPP, Scientific , Nature *Of Science,*

ABSTRAK

Rendahnya prestasi belajar siswa disebabkan kurang maksimalnya proses pembelajaran tematik, sehingga dibutuhkan sebuah RPP yang valid dan praktis untuk mewujudkan proses belajar yang lebih bermakna. Penelitian ini bertujuan untuk mengembangkan RPP tematik berpendekatan saintifik dengan berorientasi model pembelajaran *Nature Of Science*. Jenis penelitian yang digunakan yaitu penelitian pengembangan (*research and development*). Model pengembangan yang digunakan dalam penelitian ini adalah model pengembangan 4D. Subjek penelitian ini adalah validitas perangkat pembelajaran berupa RPP. Metode pengumpulan data yang digunakan pada penelitian ini adalah pemberian lembar validitas kepada 2 orang ahli, dan pemberian lembar kepraktisan kepada 5 praktisi. Instrumen yang digunakan berupa lembar validitas dan lembar kepraktisan perangkat RPP. Hasil penelitian ini memperoleh hasil R_{xy} keseluruhan butir bernilai 1,00, r-tabel dengan jumlah N=5 pada taraf signifikansi 5% adalah 0,878 dan hasil uji kepraktisan perangkat pembelajaran diperoleh rata-rata skor 3,67. Simpulan penelitian bahwa RPP yang dikembangkan dinyatakan valid dan memenuhi syarat kepraktisan. Implikasi penelitian ini adalah RPP yang sudah teruji validitas dan kepraktisannya dapat diimplementasikan didalam proses pembelajaran.

ABSTRACT

The low student learning achievement is due to the thematic learning process that is not optimal. A valid and practical lesson plan is needed to realize a more meaningful learning process. This study aims to develop a thematic lesson plan with a scientific approach to the Nature Of Science learning model. The type of research used is research and development. The development model used in this research is the 4D development model. The subject of this research is the validity of learning tools in the form of lesson plans. This study's data collection method was to provide validity sheets to 2 experts and give practicality sheets to 5 practitioners. The instruments used were in the form of a validity sheet and a practicality sheet for the lesson plans. This study obtained the Rxy results for the whole item worth 1.00, the r-table with the number N = 5 at the 5% significance level was 0.878, and the practicality test results of the learning tools obtained an average score of 3.67. This research concludes that the lesson plans developed are declared valid and meet practicality requirements. This research's implication is that lesson plans that have been tested for their validity and practicality can be implemented in the learning process.

1. Introduction

Education is a human effort to foster and develop their personality to adapt to the values that exist in society and the cultural values that exist in their environment (Arfani, 2016; Judiani, 2017). Education can be interpreted as a human effort to develop his potential to socialize and adapt to his environment's conditions (Hasbullah, 2012; Musaffak, 2014). Education aims to describe the final condition or values to be achieved from implementing the educational process. Educational goals can be divided into two functions, a description of the final condition to be achieved, and direction and means for all processes carried out (Primarni, 2014; Suardi, 2012). Education is needed to improve human resources quality to adjust to future challenges and ensure a nation's life (Pasaribu, 2017; Selasih, 2016). Education

Corresponding author.
Email: gededendy@gmail.com[1], dantes@undiksha.ac.id[2], kadek.yudiana@undiksha.ac.id[3]

is carried out through guidance between several people according to the goals to be achieved. Efforts that can be made must be a priority for Indonesian educational institutions.

The existence of an educational institution is an individual means to develop their potential. (Megasari, 2014; Taufiq, 2011) stated that educational institutions' functions are to strengthen an effective and efficient education system to adapt and face the dynamic developments of science, technology, and arts. One of the formal educational institutions at the primary level is Elementary School. The position of education at the elementary school level is very strategic because the laying of the foundation is very influential in the continuation of the educational process of students in the future, both in mental, emotional, moral development, and the potential of the child's brain to adjust the environment and direction of national education. In Indonesia, various efforts have been made to change education for the better by updating the curriculum adapted to the needs.

The curriculum can be divided into three meanings at once, the curriculum as a subject in the learning process (subject), the curriculum as a learning experience to increase the learning experience of students (learning experiences), and the curriculum as a program or learning plan to achieve a learning goal. (Hermawan, 2014; Raditya & Iskandar, 2020). The curriculum is a basis or reference in carrying out learning because its role is very important in achieving an education's success (Kurniaman & Noviana, 2017; Prasetyo et al., 2016). Preparing the curriculum must be appropriate and precise because it is a tool to achieve education goals itself. A curriculum is expected to provide a foundation, content, and guideline for optimal student abilities development following community development's guidance and challenges (Nuryana & Sahrir, 2020; Sinambela, 2017). The contents of the curriculum itself are guidelines in the learning process, plans and arrangements regarding the content and learning materials, as well as guidelines for implementing learning activities in the form of ways of implementing the learning process to achieve certain educational goals (Nasbi, 2017; Susilo et al., 2018). These competencies will be achieved through various subjects taught in elementary schools. Indonesia is currently implementing the latest curriculum, Kurikulum 2013.

In Kurikulum 2013, it is stated that several learning contents are summarized into an integrated learning oriented integrated thematic learning. (Rejeki et al., 2020; Rusman, 2017) stated that integrated thematic learning is a learning system that allows students, both individually and in groups, to actively explore and find scientific concepts and principles in a holistic, meaningful, and authentic manner. (Hidayah, 2015; Sari et al., 2018) stated that thematic learning is applied in elementary schools' implementation because it frees students more in learning. In its implementation, integrated thematic learning must develop student independence to acquire the knowledge needed to develop student competencies (Masnun, 2016; Rini Kristiantari, 2015). One learning approach that can develop students' independence in the learning process is the scientific approach.

A scientific approach is a learning approach that consists of several activities, including observing, asking, reasoning, associating, and communicating learning activities at school. (Bermawi & Fauziah, 2017; Budiyanto et al., 2016). Through the scientific approach, students are given the freedom to explore and elaborate on the subject matter being studied. Students also can actualize their abilities through learning activities designed by the teacher (Rusnilawati, 2016; Ulia, 2016). This scientific approach must be described in a more specific description of activities outlined in the learning tool. Learning devices are all the tools or equipment needed to carry out the learning process (Kusumaningrum et al., 2017; Tanjung & Nababan, 2018). The purpose of making learning devices is to support the learning process to be carried out properly. The teacher's ability to design learning and the skills to put it into learning tools is expected to bring students to achieve optimal learning achievement through learning activities. Optimal learning achievement is an indicator of teacher success in developing students' abilities in various scientific fields.

However, although it cannot be applied comprehensively, the quality of thematic learning in Indonesia is still far from good. One weakness that is often found in the field is the determination of learning models that tend to be less innovative or not following the classroom's needs and situations (Ananda & Fadhilaturrahmi, 2018; Krissandi & Rusmawan, 2015). The learning process currently still relies on lectures or just group discussions that are less patterned. Teachers should determine a learning model that can lead students to a more realistic/real learning process, not just mere theoretical exposure.

One learning model that matches the expected thematic learning characteristics is the Nature Of Science learning model of the many innovative learning models available. (Supahar et al., 2017; Wesnawati, 2017) stated that Nature Of Science is a learning model that emphasizes students' understanding of concepts by focusing students on learning activities from the environment. To ensure that the Nature Of Science learning model can occur as expected, teachers need to conduct studies and formulate it into learning tools that are more technical in nature. The learning device must provide clear guidelines on applying the Nature Of Science learning model in thematic learning. The learning device that can orient the Nature Of Science learning model syntax into a series of learning activities is the lesson

plan. (Setiana, 2018; Waluyo et al., 2016) The learning implementation plan's meaning is a picture or face-to-face learning implementation plan for one or more meetings. However, to make it more varied and effective, there is nothing wrong if the lesson plan with a thematic approach is oriented towards an innovative learning model. The learning model in question is the Nature Of Science learning model.

The advantages of the learning implementation plan are oriented to the Nature Of Science learning model and stick to the scientific approach's principles. The teacher can realize thematic learning as expected by the curriculum (Gathong & Chamrat, 2019; Mawardi, 2019). This achievement certainly positively impacts students' pedagogic dimension, which ultimately leads to achieving the desired learning achievement. However, a set of the lesson plan has not been found that uses the Nature of Sciene learning model as the main steps for learning. In other words, there has not been any effort to develop this Nature Of Science learning model into a description of specific learning activities for thematic learning.

Several relevant studies support this research, the first research conducted by (Yenti et al., 2016), The results show that the validation by mathematics education experts and statistics experts shows that the lesson plan prototype and meta-cognition-based self-assessments developed meet the valid criteria in terms of content and construction after several revisions. Both studies conducted by (Bani, 2017), obtained the results that the development of syllabus and lesson plans in improving teacher professionalism was declared valid. The three studies conducted by (Rusnilawati, 2016), obtained the results that the development of learning tools for mathematics lesson plans characterized by active knowledge sharing with a scientific approach was declared valid and practical. This research aims to develop a thematic learning plan with a scientific approach oriented to the nature of science learning model on theme 7 in the fourth grade of elementary school.

2. Method

The research design used in this research is product-oriented research and development. The product developed is a learning tool in the form of a lesson plan. This research's development model is a 4-D development model consisting of Define, Design, Develop, and Disseminate. In this research, the dissemination stage cannot be carried out due to the health emergency's constraints caused by the Covid-19 virus pandemic. The data collection method used in this development research is the content validation sheet and practicality questionnaire. Products that have been developed will be validated by two experts and tested for feasibility by five practitioners. Data analysis in this study used quantitative descriptive data analysis techniques, which consisted of product-moment analysis to find each item's product validity and the practicality of using the product. After obtaining the r_{xy} score, the score is compared with the r-table with N = 5 at the 5% significance level. The product is valid when the r_{xy} score of each statement item is greater than the r-table. The product's practicality measured using the average score based on the validator's score.

3. Result and Discussion

This study is a product in the form of a scientific lesson plan oriented to the nature of science learning model on the theme of 7 grade 4 elementary schools. The Define stage consists of 5 stages, as follows; (1) preliminary analysis, the results of the analysis of the Kurikulum 2013 content covering core competencies, basic competencies, and learning indicators; (2) student analysis, the results of the student analysis show that cognitive development with conceptual understanding is still low because the tendency of the model applied is still expository; (3) concept analysis, the results of this analysis will be the basis for formulating learning objectives. The lesson plan with a scientific approach oriented to the Nature of Science learning model is a tool that will be developed to address the gaps found; (4) task analysis, the learning content taught on theme 7 "The Beauty of Diversity in My Country" consists of 5 learning content, Indonesian, Natural Science, Social Studies, PPkN, and SBdP; (5) the formulation of learning objectives, the formulation of learning objectives is used as a reference in the preparation of a lesson plan which includes all the components in it, such as learning steps and evaluation models. The second stage is the design stage. At this stage, a prototype design of a lesson plan has been produced on theme 7 "The Beauty of Diversity in My Country" which includes several basic competencies in each learning content (IPA, IPS, PPKn, SBdP, Indonesian). The design stage also produces a format that is determined based on an analysis of existing formats. The last stage is the development stage. This stage produces learning tools revised based on input from experts and assessments from practitioners.

The results of the validation carried out by five practitioners stated that the product of the lesson plan with a scientific approach oriented to the Nature of Science model as a whole was in the valid category with the total r_{xy} of the items being 1.00 where for r-table with the number N = 5 at the

significance level 5% is 0.878. It indicates that the r_{xy} score of the whole item is greater than the r-table score. There are several aspects of assessment in the lesson plan that can still be optimized. This aspect is in the activities of communicating and using communicative language. Meanwhile, the practicality assessment results by 5 practitioners showed the lesson plan with a scientific approach oriented to the Nature Of Science learning model as a whole in the very practical category with an average score of 3.71. There are several aspects of assessment in the lesson plan that can still be optimized. This aspect is the enjoyment of using the lesson plan, implementing the lesson plan, and understanding innovative learning activities.

Several analyses were carried out to prepare the tools, preliminary analysis, student analysis, material analysis, task analysis, and formulation of learning objectives at the defining stage. Based on the identification activities carried out, it was found that the current curriculum is the Kurikulum 2013. Thus the preparation of learning tools in the form of a lesson plan is adjusted to the Kurikulum 2013. There are no significant obstacles encountered at this stage. It's just that there is input from experts to develop learning indicators in more detail. It aims to facilitate the measurement of the achievement of the competencies in this theme.

The next stage is the design stage. There are two stages in the design stage, determining the learning design and determining the format. A learning model is determined at this stage, which will be integrated into the lesson plan's thematic learning steps developed in the Nature Of Science learning model. The Nature Of Science learning model was chosen because the steps in the Nature Of Science learning model are considered capable of stimulating students to learn actively and independently to discover knowledge and learning concepts independently. This assumption is supported by N. P. K. Dewi et al. (2013), which states that the application of the Nature Of Science learning model in the learning process can increase active student learning activities so that it affects student learning outcomes. At this stage, the format is also determined to design a product in the form of a lesson plan.

The last development stage is the developing stage. It is carried out to produce learning tools based on the definitions and design stages in the form of a lesson plan. Experts in their constructs will then assess the resulting learning device products. In submitting the first draft, several improvements were made, including in the formulation of learning indicators. The learning indicators used must be able to measure the achievement of student competencies appropriately. Based on the input, revisions were made to the first draft to produce a second draft. Furthermore, in submitting the second draft, several improvements were made, including the layout of student assessment points where the correct order of assessment was affective, psychomotor, and the last one was cognitive assessment. After making revisions based on expert input, a final draft is obtained, which references developing the overall product.

The total item r_{xy} acquisition is 1.00, where for r-table with the number N = 5 at the 5% significance level is 0.878. This indicates that the r_{xy} score of the whole item is greater than the r-table score. It means that the overall validity of the devices that have been developed is categorized as very valid and suitable for use. This is in line with (Firdaus et al., 2020; Ilham & Hardiyanti, 2020) which states that when the device is declared valid or very valid, it is suitable for use. Meanwhile, the learning tools' practicality is obtained and known from the teacher's response to the products produced. The lesson plan products developed are practical if the observations on the practicality of learning get a score above 2.5 or are included in the good/practical category. Based on the practicality test results of learning devices, an average score of 3.71 was obtained. This score is in the very practical category. It indicates that developing a lesson plan with a scientific approach based on the Nature Of Science learning model is very practical to be applied in elementary schools. In line with the opinion by (Firdaus et al., 2020; Nugroho, 2019), the learning device is practical when obtaining a minimum score of 2.5 on a scale of 4 practicality scores. This learning device's practicality is that the teacher can easily understand and make good use of the lesson plan.

One learning model that matches the expected thematic learning characteristics is the Nature Of Science learning model of the many innovative learning models available. (Supahar et al., 2017; Wesnawati, 2017) stated that Nature Of Science is a learning model that emphasizes students' understanding of concepts by focusing students on learning activities from the environment. To ensure that the Nature Of Science learning model can occur as expected, teachers need to conduct studies and formulate it into learning tools that are more technical in nature. The learning device must provide clear guidelines on applying the Nature Of Science learning model in thematic learning. The learning device that can orient the Nature Of Science learning model syntax into a series of learning activities is the lesson plan. (Setiana, 2018; Waluyo et al., 2016) The learning implementation plan's meaning is a picture or face-to-face learning implementation plan for one or more meetings. However, to make it more varied and effective, there is nothing wrong if the lesson plan with a thematic approach is oriented towards an innovative learning model. The learning model in question is the Nature Of Science learning model.

The lesson plan is oriented to the Nature Of Science learning model and stick to the scientific approach's principles. The teacher can realize thematic learning as expected by the curriculum (Gathong & Chamrat, 2019; Mawardi, 2019). This achievement certainly positively impacts students' pedagogic dimension, which ultimately leads to achieving the desired learning achievement. However, a set of the lesson plan has not been found that uses the Nature of Sciene learning model as the main steps for learning. In other words, there has not been any effort to develop this Nature Of Science learning model into a description of specific learning activities for thematic learning.

Several relevant studies support this research, the first research conducted by (Yenti et al., 2016), obtained the results that the validation by mathematics education experts and statistics experts shows that the lesson plan prototype and meta-cognition-based self-assessment developed met the valid criteria in terms of content and construction after several revisions were made. Both studies conducted by (Bani, 2017), obtained the results that the development of syllabus and lesson plans in improving teacher professionalism was declared valid. The three studies were conducted by (Rusnilawati, 2016). The results show that the development of mathematics lesson plan learning tools characterized by active knowledge sharing with a scientific approach is valid and practical.

This research implies that the teacher can take advantage of the lesson plan with a scientific approach oriented to the Nature of Science learning model to implement learning theme 7 "The beauty of diversity in my country" in fourth-grade elementary school.

4. Conclusion

Based on the problem formulation and discussion above, it can be concluded that the learning tool in the form of a learning implementation plan with a scientific approach oriented to the Nature Of Science learning model developed using the 4D development model is declared feasible to use and meets practical requirements. This research implies that the teacher can take advantage of the lesson plan with a scientific approach oriented to the Nature of Science learning model to implement learning theme 7 "The beauty of diversity in my country" in fourth-grade elementary school.

References

Ananda, R., & Fadhilaturrahmi, F. (2018). Analisis Kemampuan Guru Sekolah Dasar Dalam Implementasi Pembelajaran Tematik Di Sd. *Jurnal Basicedu*, *2*(2), 11–21. https://doi.org/10.31004/basicedu.v2i2.42

Arfani, L. (2016). Mengurai Hakikat Pendidikan, Belajar Dan Pembelajaran. *Jurnal PPKn & Hukum*, *11*(2), 81–97. file:///C:/Users/USER/Downloads/5160-10267-1-SM.pdf

Bani. (2017). Pengembangan Silabus Dan Rencana Pelaksanaan Pembelajaran Dalam Meningkatkan Profesionalisme Guru. *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam*, *6*(2), 199 – 210. https://doaj.org/article/d54a9243a7da48d8a6e8679979b231be

Bermawi, Y., & Fauziah, T. (2017). Penerapan Pendekatan Saintifik Dalam Pembelajaran Di Sekolah Dasar Aceh Besar. *Jurnal Pesona Dasar*, *2*(4), 63–71. http://www.jurnal.unsyiah.ac.id/PEAR/article/view/7533

Budiyanto, K., Waluyo, L., & Mokhtar, A. (2016). Implementasi Pendekatan Saintifik dalam Pembelajaran di Pendidikan Dasar di Malang. *Proceeding Biology Education Conference*, *13*(1), 46–51.

Dewi, N. P. K., Sumantri, M., & Agustiana, I. G. A. (2013). Pengaruh Model Pembelajaran Berorientasi Nature Of Science Terhadap Hasil Belajar IPA siswa Kelas IV di SD Gugus V Kabupaten Buleleng. *MIMBAR PGSD Undiksha*, *1*(1). https://doi.org/http://dx.doi.org/10.23887/jjpgsd.v1i1.747

Firdaus, F. Z., Suryanti, S., & Azizah, U. (2020). Pengembangan Multimedia Interaktif Berbasis Pendekatan SETS Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Sekolah Dasar. *Jurnal Basicedu*, *4*(3), 681–689. https://doi.org/10.31004/basicedu.v4i3.417

Gathong, S., & Chamrat, S. (2019). The Implementation of Science, Technology and Society Environment (STSE)-Based Learning for Developing Pre-Service General Science Teachers' Understanding of the Nature of Science by Empirical Evidence. *Jurnal Pendidikan IPA Indonesia*, *8*(3), 354 – 360. https://doi.org/https://doi.org/10.15294/jpii.v8i3.19442

Hasbullah. (2012). *Dasar - Dasar Ilmu Pendidikan*. Rajawali Pers.

Hermawan, A. H. (2014). *Pengembangan Kurikulum dan Pembelajaran di SD*. Universitas Terbuka.

Hidayah, N. (2015). Pembelajaran Tematik Integratif di Sekolah Dasar. *Terampil Pendidikan Dan Pembelajaran Dasar*, *2*(1), 34–49. https://doi.org/https://doi.org/10.24042/terampil.v2i1.1280

Ilham, M., & Hardiyanti, W. E. (2020). Pengembangan Perangkat Pembelajaran IPS Dengan Metode Saintifik Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Materi Globalisasi Di Sekolah Dasar. *Jurnal Ilmiah Pendidikan Dasar*, *7*(1), 12–29. https://doi.org/10.30659/pendas.7.1.12-29

Judiani, S. (2017). Implementasi Penguatan Pendidikan Karakter Di Sekolah. *Bangun Rekaprima*, *16*(3), 33–42. https://doi.org/10.1111/j.1469-8986.1974.tb00542.x

Krissandi, A. D. S., & Rusmawan, R. (2015). Kendala Guru Sekolah Dasar Dalam Implementasi Kurikulum 2013. *Jurnal Cakrawala Pendidikan*, *3*(3), 457–467. https://doi.org/10.21831/cp.v3i3.7409

Kurniaman, O., & Noviana, E. (2017). Penerapan Kurikulum 2013 Dalam Meningkatkan Keterampilan, Sikap, Dan Pengetahuan. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, *6*(2), 389. https://doi.org/10.33578/jpfkip.v6i2.4520

Kusumaningrum, D. E., Arifin, I., & Gunawan, I. (2017). Pendampingan Pengembangan Perangkat Pembelajaran Berbasis Kurikulum 2013. *Abdimas Pedagogi*, *1*(1), 16–21. https://doi.org/http://dx.doi.org/10.17977/um050v1i1p%25p

Masnun, M. (2016). Penerapan Pendekatan Saintifik Dalam Pembelajaran Tematik Terpadu. *Al Ibtida: Jurnal Pendidikan Guru MI*, *3*(1). https://doi.org/https://doi.org/10.24235/al.ibtida.snj.v3i1.590

Mawardi. (2019). Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran. *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan Dan Pengajaran*, *20*(1), 69 – 82. https://doi.org/https://doi.org/10.22373/jid.v20i1.3859

Megasari, R. (2014). Peningkatan Pengelolaan Sarana Dan Prasarana Pendidikan Untuk Meningkatkan Kualitas Pembelajaran Di SMPN 5 Bukittinggi. *Administrasi Pendidikan*, *2*(1), 636–831. https://doi.org/https://doi.org/10.24036/bmp.v2i1.3808

Musaffak. (2014). Peningkatan Kemampuan Menulis Makalah Mahasiswa Pengambil Matakuliah Bahasa Indonesia Keilmuan Jurusan Pendidikan Bahasa Inggris FKIP UMM Semester II 2012 Dengan Strategi Peta Pikiran. *Jurnal Pendidikan Humaniora*, *1*(4). https://doi.org/https://doi.org/10.17977/jph.v1i4.4145

Nasbi, I. (2017). Manajemen Kurikulum: Sebuah Kajian Teoritis. *Idaarah: Jurnal Manajemen Pendidikan*, *1*(2), 318–330. https://doi.org/10.24252/idaarah.v1i2.4274

Nugroho, D. A. (2019). Pengembangan Perangkat Pembelajaran Geometri Dengan Mengadaptasi Model CORE Untuk Meningkatkan Efikasi Diri. *Jurnal Riset Pendidikan Matematika*, *6*(1), 39–52. https://doi.org/10.21831/jrpm.v6i1.11599

Nuryana, N., & Sahrir, D. C. (2020). Pelatihan Kurikulum 2013 Edisi Revisi 2018 bagi Guru di Yayasan Pendidikan Islam Al-Maunah. *Jurnal Pengabdian Pada Masyarakat*, *5*(1), 1 – 10. https://doi.org/https://doi.org/10.30653/002.202051.259

Pasaribu, A. (2017). Implementasi Manajemen Berbasis Sekolah Dalam Pencapaian Tujuan Pendidikan Nasional Di Madrasah. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, *3*(1), 12–34. https://doi.org/https://doi.org/10.30596/edutech.v3i1.984

Prasetyo, A., Hartini, T., Damayani, A., Mushafanah, Q., & Zahraini, D. A. (2016). IbM Himpaudi Kecamatan Kaliwungu Kendal Dalam Rangka Penyusunan Perangkat Pembelajaran Kurikulum 2013. *E-DIMAS: Jurnal Pengabdian Kepada Masyarakat*, *7*(2), 1 – 8. https://doi.org/https://doi.org/10.26877/e-dimas.v7i2.1128

Primarni, A. (2014). Pendidikan Sebagai Asas Pembangunan Negara (Studi Konseptual). *At-Ta Dib*, *9*(2). https://doi.org/http://dx.doi.org/10.21111/at-tadib.v9i2.316

Raditya, A., & Iskandar, R. S. F. (2020). Analisis Soal PLSV pada Buku Ajar Matematika dari Kurikulum 1994 hingga Kurikulum 2013. *Phenomenon: Jurnal Pendidikan MIPA*, *9*(2), 232–145. https://doi.org/https://doi.org/10.21580/phen.2019.9.2.4066

Rejeki, R., Adnan, M. F., & Siregar, P. S. (2020). Pemanfaatan Media Pembelajaran pada Pembelajaran Tematik Terpadu di Sekolah Dasar. *Jurnal Basicedu*, *4*(2), 337 – 343. https://doi.org/https://doi.org/10.31004/basicedu.v4i2.351

Rini Kristiantari, M. (2015). Analisis Kesiapan Guru Sekolah Dasar dalam Mengimplementasikan Pembelajaran Tematik Integratif Menyongsong Kurikulum 2013. *JPI (Jurnal Pendidikan Indonesia)*, *3*(2), 460–470. https://doi.org/10.23887/jpi-undiksha.v3i2.4462

Rusman. (2017). *Belajar & Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: PT. Kharisma Putra Utama.

Rusnilawati, R. (2016). Pengembangan perangkat pembelajaran matematika bercirikan active knowledge sharing dengan pendekatan saintifik kelas VIII. *Jurnal Riset Pendidikan Matematika*, *3*(2). https://doi.org/https://doi.org/10.21831/jrpm.v3i2.10633

Sari, N. A., Akbar, S., & Yuniastuti, Y. (2018). Penerapan Pembelajaran Tematik Terpadu Di Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *3*(12). https://doi.org/https://doi.org/10.17977/jptpp.v3i12.11796

Selasih, N. N. (2016). Peranan Sentral Guru Agama Hindu Dalam Pencapaian Tujuan Pendidikan Nasional Di Indonesia Dan Pembangunan Karakter Bangsa Yang Berakhlak Mulia, Jujur, Terampil, Berhati Suci Dan Bersih Lahir Batin. *Jurnal Penjaminan Mutu*, *1*(1), 54–66. https://doaj.org/article/7edf88ce42984adc93dcc576eacee5d3

Setiana, D. S. (2018). Meningkatkan Kemampuan Menyusun RPP dengan Pendekatan Saintifik Mahasiswa Pendidikan Matematika Universitas Sarjanawiyata Taman Siswa Yogyakarta. *Prosiding Seminar Nasional MIPA 2018*, 120–131.

Sinambela, P. N. J. M. (2017). Kurikulum 2013 dan implementasinya dalam pembelajaran. *Generasi Kampus*, *6*(1).

Suardi, M. (2012). *Pengantar Pendidikan Teori dan Aplikasi*. PT INDEKS.

Supahar, S., Rosana, D., Ramadani, M., & Dewi, D. K. (2017). The Instrument for Assessing the Performance of Science Process Skills Based on Nature of Science (NOS). *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, *36*(3). https://doi.org/https://doi.org/10.21831/cp.v36i3.14731

Susilo, A., Pratiwi, Y., & Sunoto, S. (2018). Relevansi Nilai Sosial dalam Antologi Puisi Malu Aku Jadi Orang Indonesia Karya Taufik Ismail dengan Muatan Isi Kurikulum 2013. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *3*(1). https://doi.org/https://doi.org/10.17977/jptpp.v3i1.10375

Tanjung, H. S., & Nababan, S. A. (2018). Pengembangan Perangkat Pembelajaran Matematika Berorientasi Model Pembelajaran Berbasis Masalah (Pbm) Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Sma Se-Kuala Nagan Raya Aceh. *Genta Mulia*, *9*(2), 56–70. https://ejournal.stkipbbm.ac.id/index.php/gm/article/view/168

Taufiq, A. (2011). *Pendidikan Anak di SD*. Universitas Terbuka.

Ulia, N. (2016). Peningkatan Pemahaman Konsep Matematika Materi Bangun Datar dengan Pembelajaran Kooperatif Tipe Group Investigation Dengan Pendekatan Saintifik di SD. *Jurnal Tunas Bangsa*, *3*(2), 55–68. https://ejournal.bbg.ac.id/tunasbangsa/article/view/626

Waluyo, E., Sa'dijah, C., & Subanji, S. (2016). Pengembangan RPP Dan LKPD Berbasis Realistic Mathematics Education Dengan Memerhatikan Beban Kognitif Siswa Materi Bangun Ruang Sederhana Kelas IV SD. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *1*(12). https://doi.org/https://doi.org/10.17977/jp.v1i12.8248

Wesnawati, A. C. D. (2017). *). Pengembangan Bahan Ajar dan Perangkat Pembelajran Berorientasi NoS untuk Meningkatkan Prestasi Belajar Siswa Pada Pembelajaran Fisika*. Universitas Pendidikan Ganesha.

Yenti, I. N., Afriyani, D., & Herawati, S. (2016). Pengembangan Rencana Pelaksanaan Pembelajaran (RPP) Dan Penilaian Diri Berbasis Metakognisi Untuk Statistika Elementer. *Ta'dib*, *15*(2). https://doaj.org/article/21a8c3b9ba1441c887973f30e80058ba